

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

**Meeting of the
Academic Senate
Tuesday, November 24, 1998
UU220, 3:00-5:00pm**

- I. Minutes:
- II. Communication(s) and announcement(s):
Chancellor Reed will be meeting with the Academic Senate and general faculty for an open forum discussion on November 30, from 4-5:30pm in the Cal Poly Theatre. Please calendar this date.
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office: **President Baker will be present to give an update on the state of Cal Poly and the CSU and to answer questions.**
 - C. Provost's Office
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. ASI Representative:
 - G. Other:
- IV. Consent agenda:
- V. Business item(s):
 - A. **Curriculum proposals:** Keesey, Chair of the Curriculum Committee, second reading (pp. 4-5 of your November 17 agenda: To view the curriculum display for proposed new programs, please visit http://www.calpoly.edu/~acadprog/curriculum/curriculum_webdir.html).
 - B. **Resolution on 1997/98 Program Review and Improvement Committee Report of Findings and Recommendations:** Stanton, Chair of the Program Review and Improvement Committee, second reading (pp. 8-49 of your November 17 agenda).
 - C. **Resolution on Cal Poly's Implementation of Cornerstones Objectives:** Hood, Chair of the Academic Senate, first reading (pp. 2-3).
 - D. **Resolution on the Academic Calendar: Resolving Conflicts with Religious Holidays:** Freberg, Chair of the Instruction Committee, first reading (p. 4).
 - E. **Resolution in Support of an Undiminished Allocation of the One-Time Supplemental Library Funding by the State Apportioned to Cal Poly in this and in Future Years,** Executive Committee, first reading (pp. 5-6).
- VI. Discussion item(s):
- VII. Adjournment:

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

**AS-___-98/CIC
RESOLUTION ON CAL POLY'S
IMPLEMENTATION OF CORNERSTONES' OBJECTIVES**

Background: Beginning in the early 1990s, Cal Poly has developed and implemented a series of planning initiatives that have addressed all aspects of the University including the content and delivery of the curriculum, the number and composition of the student body, and the efficient and effective use of resources and physical facilities. The unifying concept of all these initiatives has been the emphasis on ensuring the quality of our educational programs and providing a means to assess that quality. A consistent message in this activity is that Cal Poly is an engaged learning community, connected to a clear sense of its distinctive strengths and polytechnic mission.

These initiatives include:

- The *University Strategic Plan* that was developed in the early 1990s and revised in 1995, which provides a broad framework for planning Cal Poly's future.
- *Visionary Pragmatism*, 1995, a learning outcomes centered report that establishes the framework for curriculum reform and development.
- *The Cal Poly Plan*, 1996, an action plan that guides the strategies for maintaining the focus of the polytechnic emphasis of the University, lessening student time to graduation, and strengthening accountability.
- *Cal Poly's Centennial Campaign Plan*, launched in 1998, which aims to support the goals of the University's colleges and units consistent with their strategic plans.
- The 1998-2000 WASC accreditation effort that gives the University the opportunity to review what it has accomplished and reflect on where it is headed; and to affirm Cal Poly's direction in response to the needs of California and the nation.

While these types of initiatives are not unique to Cal Poly, we do feel that they represent a considerable commitment on the part of the staff, faculty, and administration of Cal Poly to provide the best possible education for our students. We also believe that through the work of these various initiatives we have addressed each of the ten principles of the *CSU Cornerstones Report*. It is with this understanding in mind that we present the following resolution.

- WHEREAS, Over the last decade Cal Poly has instituted a series of initiatives that have anticipated and/or paralleled the objectives listed in the CSU's Cornerstones Project; and
- WHEREAS, The efforts put forth by the students, staff, faculty, and administration of Cal Poly to develop and carry out the mandates of these initiatives have been considerable; and
- WHEREAS, The Chancellor's Office should be responsible for overseeing that the combined efforts of each campus meets the goals set forth in the *Cornerstones Report*; therefore, be it

- RESOLVED: That Cal Poly continue to carry out the programs and goals that it has already established through its various planning initiatives; and, be it further
- RESOLVED: That Cal Poly continue to refine and develop new planning initiatives to ensure that its programs, practices, and policies continue to address the needs of the students and the State in the coming years; and, be it further
- RESOLVED: That the Chancellor's Office support the endeavors of Cal Poly and the other campuses as they establish and implement their individual strategies of meeting the principles of the *Cornerstones Report*; and, be it further
- RESOLVED: That each of the campuses identify their local processes for assessing progress towards achieving the Cornerstones principles, and that they report the results of their assessments to the Chancellor's Office and to the other campuses of the CSU.

Proposed by the Cornerstones Implementation
Committee
November 16, 1998

Adopted:

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**AS- -98/
RESOLUTION ON**

THE ACADEMIC CALENDAR: RESOLVING CONFLICTS WITH RELIGIOUS HOLIDAYS

- WHEREAS, C.A.M. section 481.B.1 states, "Whenever possible, the first day of instruction in each quarter will be Monday with a 48 day minimum per quarter (49 day minimum spring) and whenever possible the last day of instruction each quarter will be a Friday;" and
- WHEREAS, The first Monday in the academic calendar for Fall Quarter occasionally falls on the significant holidays of Rosh Hashanah or Yom Kippur; and
- WHEREAS, California state law stipulates that public institutions of higher education make every effort possible to accommodate observance of religious holidays; and
- WHEREAS, It is necessary to stay within the required number of Instructional Days and Academic Year Work Days; be it therefore
- RESOLVED: That in calendar years in which the first Monday of Fall Quarter falls on Rosh Hashanah or Yom Kippur, that instruction will begin on the Tuesday of that week; and be it further
- RESOLVED: That during these same calendar years, minimum Academic Year Work Days will be maintained by extending the Fall term by one day, which will be noted as a "Grades Due" day but will not be an instructional day.

Proposed by the Academic Senate
Instruction Committee
November 16, 1998

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-___-98/

**RESOLUTION IN SUPPORT OF AN UNDIMINISHED ALLOCATION
OF THE ONE-TIME SUPPLEMENTAL LIBRARY FUNDING BY THE STATE
APPORTIONED TO CAL POLY IN THIS AND IN FUTURE YEARS**

- WHEREAS, The California State University Academic Senate urged the campuses to support its resolution (AS-2429-98/AA) entitled: *Support for the "Report of the Task Force on Library Collections" and Restoration of Funding for Library Collections*; and
- WHEREAS, The resolution urges the Chancellor and Board of Trustees to support the recommendation of the report that requests "that the \$10 million one-time supplemental funding in the 1998-1999 general fund budget be 'earmarked' to assure that these funds are used to restore in part the library purchasing power lost since 1990-1991;" and
- WHEREAS, The resolution further urges that "every effort be made to add the \$10 million one-time supplemental funding in 1998-1999 to the base budget in future years with adjustments for inflation and to assure that it is used for library acquisitions;" and
- WHEREAS, The foregoing resolution ensued from the fact that:
- the costs of library materials have risen more steeply than any other commodity purchased by the university in the nineties;
 - between FY 90-91 and FY 97-98, the price of library books increased by 29 percent and that of periodicals rose by 87 percent;
 - the rising disparity between the costs of library books and serials works to the disadvantage of the former;
 - the CSU libraries collectively have experienced a cancellation rate of 26 percent;
 - eight years ago 19 libraries purchased 263,379 books while last year 22 libraries purchased 226,668—a reduction of 14 percent;
 - during the same time period staffing in 19 libraries was reduced from 1,217 FTE positions (a ration of 0.6 FTE positions per 100 FTES) to 1,127 positions (a ration of 0.43 FTE positions per 100 FTES) in 22 libraries, and eight years ago 19 libraries borrowed 126,549 items from other libraries while last year 22 libraries borrowed 159,671 items from other libraries—an increase of 25 percent; and
- WHEREAS, Cal Poly, as compared with the other CSU libraries ranked:
- first in circulation/lending time of library materials;
 - first in the number of inter-library loan/document delivery requests (indicating significant unmet student/faculty need in our existing holdings);
 - eighth in real dollars spent on library materials in 1995-1996; and
- WHEREAS, Since 1992 the Cal Poly library has been forced to eliminate:
- 881 journals and reference serials;
 - 263 microfilm subscriptions;
 - 24 newspapers; and

- WHEREAS, More than \$150,000 will be diverted from print materials funding to license electronic resources (an increase from the 1989 budget when electronic resources constituted a mere two percent of the library budget); and
- WHEREAS, Funding to the Kennedy Library of its share of the \$10 million one-time allocation from the CSU will total \$493,000; therefore, be it
- RESOLVED: That the Cal Poly Academic Senate urge the administration to dedicate the entire sum received as a proportion of the one-time allocation by the State to the CSU libraries to the Kennedy Library; and, be it further
- RESOLVED: That should any additional funds be allotted to the CSU libraries in the future, the entire quota apportioned to Cal Poly be dedicated to the Kennedy Library without diminution.

Proposed by: Academic Senate Executive Committee
Date: November 17, 1998

New Courses & Program Proposals for 1999 Catalog

1. WINE AND VITICULTURE MINOR

AGB 443 Branded Wine Marketing (4)
AGB 444 Wine Compliance and Market Analysis (4)

3. IRRIGATION Specialization, MS Agriculture

No new courses.

4. FORESTRY SCIENCE Specialization,

MS Agriculture
No new courses.

5. INTERNATIONAL AGRIBUSINESS

MANAGEMENT Concentration,
BS Agricultural Business

AGB 422 Logistics in Global Agribusiness (4)
AGB 451 Strategy and Cases International Agribusiness (4)

12. APPLIED NUTRITION CONCENTRATION, BS Nutrition

FSN 417 Nutrition Counseling (4)

13. NUTRITION AND FOOD INDUSTRIES CONCENTRATION, BS Nutrition

FSN 420 Critical Eval of Nutrition Research (2)

14. NUTRITION SCIENCE CONCENTRATION,

BS Nutrition
No new courses.

15. WILDLAND HYDROLOGY CONCENTRATION

BS Forestry and Natural Resources

No new courses.

16. B.S. EARTH SCIENCES

GEOG 440 Climatology (4)
SS/GEOL 323 Geomorphology (4)

17. BIOENGINEERING SPECIALIZATION,

18. BIOMEDICAL ENGINEERING SPECIALIZATION,
MS Engineering

ENGR 570 Advanced Topics in Bioengineering (4)

19. BIOENGINEERING CONCENTRATION,

20. BIOMEDICAL ENGINEERING CONCENTRATION
BS General Engineering

ENGR 470 Special Topics in Bioengineering (4)

21. MS MECHANICAL ENGINEERING

No new courses.

22. 4+1 HONORS PROGRAM BS/MS Mechanical Engineering

No new courses.

24. 4+1 HONORS PROGRAM BS/MS Engineering, Specialization in Industrial Engineering

25. Integrated Technology Management

No new courses.

27. BA PHYSICS

No new courses.

Mins - Senate 11.24.98

REVISED RESOLUTION: PLEASE REPLACE THE RESOLUTION IN YOUR AGENDA WITH THIS ONE.

Adopted:

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

**AS-___-98/CIC
RESOLUTION ON CAL POLY'S
IMPLEMENTATION OF CORNERSTONES' OBJECTIVES**

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WHEREAS, Over the last decade Cal Poly has instituted a series of initiatives that have anticipated and/or paralleled the objectives listed in the CSU's Cornerstones Project; and

To: Sema Alptekin, Chair, Industrial Engineering Department
Linda Vanasupa, Chair, College of Engineering Curriculum Committee
Peter Lee, Dean, College of Engineering

From: Doug Keesey, Chair, Senate Curriculum Committee

Date: November 2, 1998

Re: Senate Curriculum Committee Recommendations on Industrial Engineering Proposals

I am sorry to inform you that the Senate Curriculum Committee voted against recommending approval of the proposed new 4+1 program in Industrial Engineering/Integrated Technology Management. We did not take this vote lightly, but did so only after a great deal of review and discussion. We are sorry that Senate deadlines and catalog publication deadlines require us to make our recommendation now, and that these deadlines do not permit time for you to provide further information or for us to review it in this cycle.

Here are the reasons why the Curriculum Committee voted against approval at this time. Included with these reasons are suggestions for revising your 4+1 proposal if you decide to submit it in a future catalog cycle. We hope that these suggestions will enable you to strengthen the proposal, and we are always happy to work with you at any stage of the process.

1. No additional 4+1 programs will be recommended for approval until the procedural questions regarding these programs have been worked out.
2. It is not clear whether you are proposing two 4+1 programs (one in Industrial Engineering and another in Integrated Technology Management), or just a single 4+1 program in one of these areas.
3. Which bachelor's program will link with the graduate program? Your proposal indicates that "The degrees would be the student's undergraduate engineering B.S. degree and the M.S. in Engineering with Specialization in Integrated Technology Management." However, will students be able to take any undergraduate degree in Engineering and then move into the graduate Integrated Technology Management specialization? We need to see how the graduate specialization will build upon a specific undergraduate degree. This issue relates to the question in #4 below.
4. We need to see a curriculum display listing exactly which courses undergraduates and graduates would take in the proposed 4+1 program. The flow from undergraduate to graduate, with graduate courses building on the foundation of undergraduate courses, needs to be clearly established.
5. We need to see you make a case for the existence of the program, outlining the ways in which you expect it will be of benefit to the students. As part of making this case, you may want to work with the Academic Programs Office in collecting data about the existing EE and AERO 4+1 programs, data which demonstrates how these programs have proven to be of benefit to students.

Trine - Senate 11.24.98

To: Safwat Moustafa, Chair, Mechanical Engineering Department
Linda Vanasupa, Chair, College of Engineering Curriculum Committee
Peter Lee, Dean, College of Engineering

From: Doug Keesey, Chair, Senate Curriculum Committee

Date: November 2, 1998

Re: Senate Curriculum Committee Recommendations on Mechanical Engineering Proposals

I am happy to report that the Senate Curriculum Committee voted to recommend approval of the proposed new MS Mechanical Engineering program.

However, the Committee voted against recommending approval of the proposed new 4+1 program in Mechanical Engineering. We did not take this vote lightly, but did so only after a great deal of review and discussion. We are sorry that Senate deadlines and catalog publication deadlines require us to make our recommendation now, and that these deadlines do not permit time for you to provide further information or for us to review it in this cycle.

Here are the reasons why the Curriculum Committee voted against approval at this time. Included with these reasons are suggestions for revising your 4+1 proposal if you decide to submit it in a future catalog cycle. We hope that these suggestions will enable you to strengthen the proposal, and we are always happy to work with you at any stage of the process.

1. No additional 4+1 programs will be recommended for approval until the procedural questions regarding these programs have been worked out.
2. Your proposal indicates that "Students may apply for admission to the joint BS/MS Honors Program after completion of all ME 300 level courses required by the undergraduate program." However, there is currently no MS Mechanical Engineering program, because it has not yet been approved by the Chancellor's Office. It is not clear from the proposal we received whether you intend for students in the 4+1 program to move into the future MS Mechanical Engineering program (in which case, the MS should be approved first) or into the current MS Engineering program with specialization in Mechanical Engineering. This issue relates to the question in #3 below.
3. We need to see a curriculum display listing exactly which courses undergraduates and graduates would take in the proposed 4+1 program. The flow from undergraduate to graduate, with graduate courses building on the foundation of undergraduate courses, needs to be clearly established.
4. We need to see you make a case for the existence of the program, outlining the ways in which you expect it will be of benefit to the students. As part of making this case, you may want to work with the Academic Programs Office in collecting data about the existing EE and AERO 4+1 programs, data which demonstrates how these programs have proven to be of benefit to students.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF GEOGRAPHY
1255 BUNCHE HALL
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90095-1524
(310) 825-1071 FAX (310) 206-5976

Dr. Thomas J. Rice, Chair,
Soil Science Department,
California Polytechnic State University,
San Luis Obispo, California 93407

February 27, 1998

Dear Dr. Rice:

Re: Proposed Earth Science Degree Program

I am wholeheartedly supportive of the proposed degree program in Earth Sciences envisaged for your university, a copy of which I have recently received. As a geographer and earth scientist myself, with research interests along the central California coast, I believe the program to be both timely and appropriate to your university's needs and aspirations. I also speak as a former Chair of Geography and Dean of Social Sciences at UCLA.

First, I like the combination of fundamental science, environment, and human impact contained within the proposed major. There is much interest in the environment these days, but much of this suffers at the college level by inattention to basic science. Thus the early emphasis on mathematics, chemistry and physics, and the basic underpinnings of geology, ecology and geography are a welcome sign that this major is a serious contender for academic integrity. The further emphasis on applied science through such topics as remote sensing, GIS, and environmental impact analysis is also praiseworthy.

Second, the proposed major fits in well with what I believe to be your campus' emphasis on practical science that students find both interesting and useful. There is growing need for students who are well versed in the basics of the earth science, who can apply their knowledge to real-world situations, and who can communicate well with government agencies, administrators, and the community at large. The combination of soil science and geography at the roots of the major is probably unique within the United States, and invites comparison with some of the great universities of Europe, including Russia where such a combination was instrumental in supporting the status of geography within the academies of science.

Thirdly, San Luis Obispo is well placed to tap student demands for such a major and to serve regional needs for its products. There are many significant earth science issues in south-central California - mass movement, flood hazards, earthquake

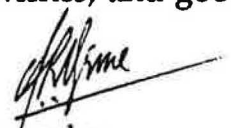
potential, soil erosion, wetland degradation, and tourist impacts to mention but a few. Furthermore, the major appears to have the right stuff for its students to make a far wider impact throughout California and beyond, including advancement to graduate programs with similar intent. There is no competition in the immediate region. From the perspective of geography, the nearest major campuses of note in the California State University system are at Northridge and Fresno: both are rather traditional. Proposals for Monterey and Camarillo are still pending. Within nearby campuses of the University of California, Santa Barbara has quickly established a fine reputation for GIS and remote sensing but its program is highly specialized; Santa Cruz has its own peculiar programs that offer no direct competition.

Fourthly, you should know that our Department of Geography at UCLA now has 28 years of experience in running two majors - one in geography and one in environmental studies - and we have a combined number of majors at any one time somewhere between 250 and 300. In other words, we have been successful in meeting society's perceived needs for both a geography program and one that addresses broader environmental issues within a geographic context. Geography as a discipline, or perhaps more a way of thinking, can only benefit by links with soil science and related fields within a broader context. We also have highly ranked graduate programs leading to the Ph.D. and would be delighted to receive applicants from your proposed program.

Lastly, on a personal note, as a physical geographer who teaches and practices geomorphology, particularly with respect to watershed and coastal studies and related management issues, I see only good coming from the proposal. Geography suffers in the popular image from an association with grade-school rote learning, capes and bays, cities and towns, and all that chaff. It is not what it is perceived to be, but to better its image and those that practice it, some association with other scientists is commonly desirable. Fundamentally, geography is an integrative science that seeks to understand links between phenomena, for example between precipitation inputs, soil properties, and mass movement, that can be then used for predictive purposes in urban planning scenarios - to direct such growth as may be politically feasible along scientifically rational lines. Your proposed major would address such issues and many more. My recent research on the nature and rate of sedimentation in Morro Bay over the past 5000 years is another example of the type of work that can have so many useful implications for resource management, provided the managers listen.

I am enthusiastic about your proposed major and would be delighted at any time to contribute a lecture or two to your students on issues of mutual interest.

With very best wishes, and good luck!

Antony Orme, 
Professor of Geography



Ronald F. Abler, Executive Director

16 March 1998

Professor Thomas J. Rice, Chair
Soil Science Department
California Polytechnic State University
San Luis Obispo, CA 93407

Dear Professor Rice:

I enjoyed very much the chance to visit with you and your colleagues in late February and to learn about the proposed earth sciences degree to be offered by faculty from the geography and soil sciences departments. The proposed degree strikes me as an innovative program that will enhance the Cal Poly's ability to serve its students and society. Specifically, the degree will provide highly qualified graduates to meet a growing demand for scientists capable of addressing complex environmental issues.

Both soil science and geography provide solid and essential foundations for grappling with the practical and policy problems arising from human use and abuse of natural systems. The combination, as incorporated in the proposed Cal Poly Earth Sciences Degree curriculum, will be greater than the sum of its parts, and the benefits that will accrue to science and society will be enhanced accordingly. The degree integrates atmospheric, hydrologic, lithologic, and land use perspectives in pedagogically creative ways. Program graduates will acquire the ability to place specific problems in a broad scientific and social context, which will in turn enhance their capacities to formulate effective and feasible solutions to the problems they address.

Programs such as the proposed earth sciences degree are becoming increasingly common in U.S. colleges and universities. Geography programs combine with numerous other specialties across the country, including anthropology, economics, environmental studies, geology, political science, and sociology, among others. I am not aware of any degree program combining the strengths of soil science and geography. Because of its tight focus on the critical earth-surface nexus of environmental and human systems, I'm confident Cal Poly's leadership will be imitated elsewhere in academia as word of the new program spreads, and as its graduates make their mark in the labor force.

The market for graduates with degrees in geography has been growing at five to seven percent per annum in recent years. Within that overall market, the demand for graduates with training in physical geography or geographic information systems has been growing much more rapidly, at ten to twenty percent a year. Because the Cal Poly Sciences degree combines the

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LAWRENCE A. BROWN
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Professor Thoms J. Rice, 16 March 1998, page 2

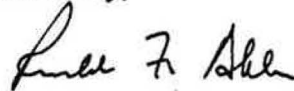
elements of geography that are most in demand with solid instruction in soil science and hydrology, program graduates will be in great demand. You should have no difficulty placing all the program's qualified graduates in responsible and rewarding positions in the private sector and in local, state, and federal government agencies. The solid foundations the program provides will yield graduates who will also be attractive to graduate departments offering advanced degrees.

I applaud the rigor incorporated into the degree curriculum. Many earth and environmental science degree programs I have encountered lack the solid chemistry, mathematics, and physics that are integral components of your proposal. I also endorse the inclusion of sufficient general education and liberal arts offerings to ensure that program graduates will be promoted quickly from entry-level positions to management and supervisory responsibilities. The concentrations in applied hydrology and geography will enable students to pursue adequate specialization within the overall degree framework. You and your colleagues have formulated a robust program that will produce graduates who will compare very favorably with those from earth or environmental science programs from other institutions. Its major strength resides in its combination of solid natural science, relevant societal perspectives, and appropriate methods training. A somewhat augmented climatology component would make the curriculum even more formidable.

From my professional perspective, I will be most pleased to see the Cal Poly Earth Sciences Degree come into existence. Long primarily an academic organization, the Association is now turning its attention to the growing opportunities for geography in government agencies and the private sector. I view the proposed degree as a means of making geographers considerably more attractive and effective in those arenas, in a way that simultaneously meets pressing practical, policy, and social needs.

The Cal Poly Earth Sciences Degree strikes me as a most promising innovation. I endorse it enthusiastically, with the one reservation regarding the need for more climatology. You and your colleagues have created an innovative and excellent degree program of which you and your colleagues, Cal Poly, and the professions involved can all be proud. I'm enthusiastic about what you've proposed, and eager to see it in place. Let me know if I can be of any assistance in that effort.

Sincerely,



Ronald F. Abler

NATIONAL SCIENCE FOUNDATION
4201 WILSON BOULEVARD
ARLINGTON, VIRGINIA 22230

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OFFICE OF THE
ASSISTANT DIRECTOR
FOR GEOSCIENCES

3 March 1998

Dr. Thomas J. Rice, Chair
Soil Science Department
California State Polytechnic University
San Luis Obispo CA 93407

Dear Dr. Rice:

It has come to my attention that the Soil Science and Geography departments at the California State Polytechnic University in San Luis Obispo are proposing to offer a new Earth Sciences degree. I have reviewed a copy of the curriculum proposed for this new interdisciplinary degree, and I am very impressed with the work that already has been done. The courses that have been proposed both for the general degree and for concentrations in Soil Hydrology and in Geography will provide students with a strong program that will make them excellent candidates for acceptance into leading graduate programs or for employment in a diverse range of organizations.

By working together and developing an interdisciplinary program that capitalizes on the relative strengths of their fields, faculty in the Soil Sciences and Geography departments have put themselves in a leadership position regarding the development of new approaches for addressing environmental research and education. I make this statement based on nearly ten years of service at the National Science Foundation. During my first 6-1/2 years here, I worked as Program Director for Geography and Regional Science; for the last three, I have been Deputy Assistant Director for Geosciences, working at the directorate level to facilitate support for the atmospheric, solid-earth, and ocean sciences. More so now than in the past, scientists from different fields have found it necessary to work together in truly interdisciplinary ways in order to conduct research and develop meaningful educational programs. The complex interactions that characterize environmental systems mandate wider-ranging approaches that draw on and integrate the perspectives, knowledge, and skills of scientists from different disciplines.

I am especially struck by the complementary approaches of the soil scientists and geographers at CSU-SLO. The curriculum you have proposed is extremely strong in the solid-earth sciences, but it relates core research in soils and geology with courses that focus on other natural systems, on human activities, and relevant techniques courses. Graduates with an Earth Sciences degree should fare well in a number of competitive arenas. Those seeking to continue their education will be strong candidates for admission to graduate programs in the University of California system and in other universities. Other graduates will be attractive candidates for research and

management positions in a variety of private, non-profit, and governmental organizations that deal with environmental issues. The fact that the curriculum you have proposed allows students to pursue a degree that will enable them to pursue either graduate studies or post-baccalaureate employment highlights the significance of an integrated Earth Sciences program both as an academic subject and as a topic of great importance to society as a whole.

I wish you well in your efforts to implement this new program. If I can provide any help, please let me know.

Best wishes,

A handwritten signature in cursive script that reads "Thomas J. Baerwald". The signature is written in dark ink and is positioned above the typed name.

Thomas J. Baerwald

Deputy Assistant Director for Geosciences

Phone: 703/306-1502 Fax: 703/306-0372 E-Mail: tbaerwal@nsf.gov

State of California

MEMORANDUM

California Polytechnic State University
San Luis Obispo, CA 93407

To: Laura Freberg, Chair Instruction Committee **Date:** November 24, 1998

From: Mike Blum  **Copies:** Academic Senate

Subject: Resolution on Resolving Conflicts with Religious Holidays

Attached are materials in support of the Resolution on Resolving Conflicts with Religious Holidays. From my first-hand knowledge, both as a faculty member at Cal Poly for 14 years and as the current president of Congregation Beth David, I can tell you that Jewish students on this campus and members of the local Jewish community strongly support this resolution and will be very disappointed if we continue with the status quo in this matter.

JACK M. MIHALOVICH
Past President, B'nai B'rith District Four
Director, B'nai B'rith Golden Pacific Regional Board
P. O. Box 132
San Simeon, CA 93452

Tel: (805) 927-4595 Fax: (805) 927-2726 e-mail: mihalovich@thegrid.net

November 16, 1998

Dr. Laura Freberg, Chair
Academic Senate Instruction Committee
Cal Poly, San Luis Obispo

Subject: Start of Classes on the Jewish High Holidays


Dear Dr. Freberg:

I am very concerned about the Jewish students at Cal Poly, and let me tell you why. For the past 35 years or so I have dedicated the volunteer portion of my life to B'nai B'rith. The latter founded the Hillel organization in 1923, and I've been involved with Hillel since the seventies when I served as president of the Hillel Community Board at San Francisco State University. I have also served on the executive board of the Anti Defamation league of B'nai B'rith in the San Francisco Bay Area.

When my wife and I retired to the Central Coast in 1995 I contacted the then-president and other officers of the Hillel organization at Cal Poly and Cuesta. It didn't take long for me to receive telephone calls from the students venting their anger and frustration with the start of classes on Rosh Hashana. They felt abandoned by the school of their choice: Cal Poly. Why was the school inconsiderate about their High Holidays? Why should they not be able to meet with faculty after that first class to see if an opening had developed? Why would they not get the all important information from instructors about course content, tests, emphasis, etc.? Why should they have to miss the opportunity of rushing to another class if their first choice was oversubscribed? I was unable to answer their questions. Being a Holocaust survivor I was angrier than the students that they had to decide between their observance of the High Holidays and the start of the school year at Cal Poly.

On my behalf and that of my family, I beg you, Dr. Freberg, to side with the concept of freedom to worship and to schedule classes accordingly.

Sincerely,


Jack M. Mihalovich

Congregation Beth David



2932 Augusta Street, San Luis Obispo, CA 93401 (805) 544-0760 cbdslo@aol.com

Rabbi Norman T. Mendel

D. Litt et Phil, D.D.

November 16, 1998

Dr. Laura Freberg, Chair
Academic Senate Instruction Committee
CalPoly,
San Luis Obispo, CA

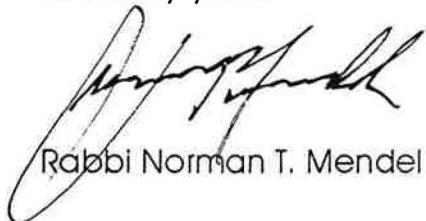
Dear Dr. Freberg

I am writing this letter to you in the hope that it will be considered as part of the deliberations of the Academic Senate Instruction Committee regarding the commencement of classes at CalPoly on either Rosh Hashana or Yom Kippur.

As Rabbi of Congregation Beth David here in San Luis Obispo, I am aware of the conflict presented for Jewish students by so doing. While I realize that the University has agreed not to drop students who do not attend their first day classes because of our High Holydays, I also realize that these same students will miss the all-important first day class information as they are placed in the position of having to choose between their religious beliefs and their desire to succeed at the University. In addition, I recognize that this difficulty also impacts directly on Jewish faculty and staff and that reverberates outward into the larger Jewish community as well. The beginning of classes on our most sacred of days does send a negative message to Jewish students, parents and faculty as well as the larger community. It diminishes that which we hold sacred.

I would urge your committee to consider recommending a policy that would obviate the difficulties herein described. I would be pleased to offer myself as a discussant in any deliberations that you may deem appropriate.

Sincerely yours



Rabbi Norman T. Mendel



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May 21, 1998

Dr. Charles Reed, Chancellor
The California State University
400 Golden Shore
Long Beach, CA 90802

Dear Dr. Reed:

On April 30, I sent you a carbon copy of a letter I had written to California State Polytechnic University President Warren Baker. In the letter, I conveyed my concerns that Cal Poly will begin classes this fall on September 21, 1998, the first day of Rosh Hashanah. Rosh Hashanah, a day many spend praying in their synagogues, marks the beginning of the High Holy Days, the most sacred time of the year for Jews.

My letter also attempted to explain that it would be very distressing for Jewish faculty and students to miss the first day of classes. Students may potentially be dropped from a class because they are absent that day. Furthermore, it would be very difficult to add a class without the benefit of being there the first day -- any student observing Rosh Hashanah would be at a distinct disadvantage when competing for a spot in a rapidly-filling class.

I have spoken with Dr. Stuart Goldenberg, the Cal Poly advisor for Hillel (a Jewish campus organization), and he has told me that the Jewish students are anxious and upset about this situation, yet they feel there is little they can do about it. Adding to their distress is the fact that two years from now, school will begin on Yom Kippur, which marks the end of the High Holy Days with a day of prayer and fasting.

The letter (enclosed) I received from President Baker states that "...the quarter- system schedule for providing the required number of class days, etc. in each quarter is very tight, and allows us little flexibility in our choices of days on which to start and/or end this quarter." However, according to Dr. Goldenberg, the fall quarter has 11 weeks, as opposed to the 10 weeks each of the winter and spring quarters. Furthermore, other campuses which operate on the quarter system have changed their starting date to avoid this conflict. It would seem to me, then, that there is room for flexibility when faced with making this sort of change.

I would appreciate your doing anything possible to assist the Jewish students and faculty members in this situation. I look forward to hearing from you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Abigail Wolf".
Abigail Wolf
Associate Director



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CHARLES B. REED
CHANCELLOR

June 10, 1998

Ms. Abigail Wolf
Associate Director
Anti-Defamation League
720 Market Street, Suite 800
San Francisco, CA 94102-2501

Dear Ms. Wolf:

This is in response to your letter of May 21 in which you informed us of your concerns regarding the issue of the starting of classes at California Polytechnic State University, San Luis Obispo on the first day of Rosh Hashanah.

First, we very much regret, as does Cal Poly, that the first day of classes for Fall Quarter 1998 begins on Rosh Hashanah. It is not possible for Cal Poly, under state regulations, to change the date for resumption of classes in the fall because of a religious reason. As a state agency, Cal Poly must adhere to regulations governing state-approved holidays. The list does not allow campuses, or the CSU, the flexibility of observing religious holidays. To clarify a point in your letter to this effect, no CSU campus on a quarter calendar system has changed its instructional calendar to accommodate the observance of Rosh Hashanah or any religious holiday. CSULA has done so for a faculty orientation day, but this has not affected its instructional calendar. The only exception is Christmas, which invariably falls during the break between fall and winter quarters, when classes are not in session.

The quarter system sets a rigid requirement for number of class days in each quarter, and it allows little flexibility in its choices on which day to start each quarter. Each campus, regardless of being on a quarter or a semester system, has the authority to develop its individual academic calendar, and it is typical then for the campuses to vary on the number of days in the fall quarter/semester that are reserved for orientation, advising, final examinations, holiday observances, etc. It is Cal Poly's policy that instruction begins, if possible, on a Monday.

I am told by the officials at Cal Poly that they feel an obligation to ensure that their Jewish students are not penalized as a result of their religious faith. In that regard, the campus will be instituting the following provisions.

1. The campus will be directing faculty not to drop students who may be absent on the first day of class.


Ms. Abigail Wolf
June 10, 1998
Page Two

2. Faculty will be directed to permit students to make up any work related to an absence on the first day of class because of religious reasons.
3. A campus contact will be established for ensuring that the Jewish students are not penalized as a result of absence on the first day of class.
4. A committee of the Academic Senate will be requested to formulate a policy for dealing with the coincidence of the first day of class with the Jewish holidays and related issues. This policy will be effective with the 1999 Fall Quarter.

Thank you for bringing this matter to our attention.

With kind regards,

Sincerely,

A handwritten signature in cursive script, appearing to read "Charles B. Reed".

Charles B. Reed
Chancellor

CBR/slw

cc: President Warren Baker

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* National Commissioner
** Associate National Commissioner



June 24, 1998

Dr. Charles Reed, Chancellor
The California State University
400 Golden Shore
Long Beach, CA 90802

Dear Dr. Reed:

This letter is in response to your letter of June 10 in which you addresses the ADL's concerns about the beginning of classes on the Jewish High Holiday of Rosh Hashanah.

I would like to first thank you for all the time you spent on behalf of this issue. The steps that you have proposed can hopefully avoid this same problem in the future. I appreciate the extensive thought and time that have gone into dealing with this situation.

At the same time however, I regret that the first day of classes will still take place on Rosh Hashanah. I know how important it is for students to be present during the very first day of the new semester. A great deal goes on during that first day of classes that is unique to that day and can't be made up at a later date. Students often "shop" a course on the first day and try to gauge for themselves whether they will actually enroll in the class. Also, students miss the chance to receive the class syllabus and course material in a timely manner. Even though the students will not be penalized for their religious absence on the first day of class, many of the Jewish students may feel that they must forsake their religious celebration in order to avoid missing out on that important first day.

Additionally, it has come to my attention that despite the fact that the Academic Senate will be effective as of Fall 1999, the first day of school in Fall 2000 will take place on Yom Kippur, the single holiest day on the Jewish calendar.

The ADL has spent 85 years dealing with religious accommodation issues and strives to find a balance whenever possible. Toward that end, we would be very pleased to lend any assistance and expertise we can to the Academic Senate.

Additionally, I have enclosed a calendar that lists all the major Jewish holidays for the next few years. I realize that while it is difficult to establish an academic calendar taking into account religious holidays, by working together we can develop a solution that fully suits all involved parties.

Thanks once again for all of your efforts

Sincerely,

Abigail Wolf



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RECEIVED

CHARLES B. REED
CHANCELLOR

AUG 06 1998

PROVOST AND
VICE PRESIDENT

July 17, 1998

xc: P. Zingg
J. Gonzalez
M. Hood

From: Warren Baker

8/6/98

Ms. Abigail Wolf
Associate Director
Anti-Defamation League of B'nai B'rith
720 Market Street, Suite 800
San Francisco, CA 94102-2501

cc: *Harvey Greenwald*

Dear Ms. Wolf:

Thank you for your June 24, 1998 letter regarding the Anti-Defamation League's concerns about California Polytechnic State University, San Luis Obispo beginning fall 1998 classes on the Jewish High Holiday of Rosh Hashanah. To increase awareness and sensitivity to the student issues you raise in your May 21, 1998 and June 24, 1998 letters, I am forwarding to all CSU presidents a copy of our correspondence and the copy of the calendar you forwarded to our office that lists all the major Jewish holidays for the next few years.

The California State University appreciates your bringing to our attention the potential future conflict between the academic calendars of CSU campuses and the Jewish High Holiday of Rosh Hashanah and Yom Kippur, the single holiest day on the Jewish calendar.

With kind regards,

Sincerely,

Charles B. Reed
Chancellor

CBR:lem

cc: ✓ CSU Presidents
Dr. David S. Spence
Dr. Charles W. Lindahl

Congregation Beth David



2932 Augusta Street, San Luis Obispo, CA 93401 (805) 544-0760 cbdslo@aol.com

Rabbi Norman T. Mendel

D. Litt et Phil, D.D.

November 20, 1998

Dr. Laura Freberg, Chair
Academic Senate Instruction Committee
Cal Poly, San Luis Obispo

Dear Dr. Freberg:

I am writing you in my capacity as president of Congregation Beth David, the largest synagogue serving the San Luis Obispo community. In speaking with many Jewish students who have worshiped at our synagogue and in the course of advising students at Cal Poly I have come to realize that there is a very negative impact when the first day of Fall quarter occurs on the Jewish High Holidays. This scheduling policy has put students in the difficult position of needing to choose between maximizing their educational opportunities and adhering to their religious traditions.

The policy of not line-dropping any students who miss the first day of class does not resolve this situation. If no students are line-dropped, then those who are at school on the first day have an additional opportunity to attend other classes in order to possibly add them. Jewish students who are observing their holiest day of the year will not only miss the opportunity to try to add classes on the first day, but they will receive any information about course expectations and requirements either second-hand or in abbreviated form.

There is a simple solution: adjust the Academic Calendar in the few instances in which this problem comes up. I would urge the Academic Senate to adopt the resolution put forward by your committee which very adequately addresses this problem.

Sincerely,

Mike Blum, President
Congregation Beth David



State of California
M e m o r a n d u m

CAL POLY

To: Cal Poly Faculty

Date: September 14, 1998

From: Paul J. Zingg 
Provost and Vice President for Academic Affairs

Copies: Warren J. Baker
Juan Gonzalez
Myron Hood
Harvey Greenwald
College Deans
Susan Roper
Hiram Davis

**Subject: FIRST DAY OF CLASSES, FALL QUARTER
1998**

The first day of classes for the Fall Quarter, Monday, September 21, coincides with Rosh Hashanah, one of the highest holy days in the Jewish calendar. As a State agency, Cal Poly must adhere to the regulations on State-approved holidays, and the list of approved holidays does not allow us the flexibility of observing religious holidays, other than the customary Christmas Day holiday, which is observed during the quarter break between Fall and Winter quarters.

As a respectful community, though, we should be supportive of the wishes of our students to observe Rosh Hashanah in the traditional manner of prayer. For these students, observance of Rosh Hashanah might prohibit their attending the first day of classes. In response to inquiries from students who are concerned about this conflict, I have encouraged them to contact each of their professors ahead of time to seek their permission for an absence on the first day of classes, especially, not to be dropped from their class rolls. However, all students will not inquire ahead of time, nor is it possible to notify all students to this effect. Accordingly, in light of this rare scheduling circumstance, I ask you please not to drop any students who may be absent from your classes on Monday, September 21. Instead, wait for the second class meeting to adjust your rolls.

Thank you for your understanding and sensitivity in this matter.

GAZETTE

**Volume 1 Issue 4
June - July, 1998**

President's Message

IS ANTI-SEMITISM ALIVE AND WELL ON THE CENTRAL COAST?

Anti-Semitism has as many definitions as there are scholars who have studied it.

I find it especially insulting when it is perpetrated by those "in power" against those who are "weak".

Case in point: The administration at Cal Poly has seen fit to ignore the religious rights of its Jewish students by starting the school year on the Jewish High Holidays! This is not the first time that the university has ignored the feelings of its Jewish students, nor - if the university has its own way - is it going to be the last, as those dates are already in print. How would the university view starting school on Christmas? Good Friday? The administration hasn't given that even a thought.

Does the university know that it has selected the Rosh Hashanah holiday for the start of classes? Yes, the university has been so advised. Does the university care that it has perpetrated an anti-Semitic act against its own students? Probably not, because it has chosen to be insensitive to the religious rights of its own students.

This year, however, circumstances have changed for the Jewish students on the Cal Poly campus; there is a new Jewish organization on the Central Coast by the name of Central Coast Unit No. 5553, B'nai B'rith. B'nai B'rith instituted the Hillel organization in 1923, to be found today on some 400 campuses. B'nai B'rith also founded the Anti-Defamation League (ADL) in 1913. And so, when I was contacted by Hillel students at Cal Poly who were hurt by the Cal Poly administration, I launched a formal complaint with the ADL, based on these pleas.

How exactly does this act impact the Jewish students? On the day they need to register for classes, attendance being mandatory, they cannot attend religious services. New students are further penalized as they must attend to administrative matters, or else they are deprived of the opportunity to attend the necessary classes.

No matter how you view this situation, it looks like anti-Semitism is ALIVE AND WELL AT CAL POLY!

MEETING....PLEASE ATTEND

On August 5th there will be a board meeting which is open to all members. We will meet at 9:30 am at the Creekside Gardens Cafe, 211 Main Street, Cambria.

OUR NEW VICE-PRESIDENT

Usually Lodges and Units elect their officers and then ask them to head up important committees. Ruth Weinstein did just the reverse she has been our Communications chair and more recently our Fund Raising chair. Finally she was elected a Vice President for her efforts past, present and future.

THANKYOU....THE WILDERS

A special "THANKYOU" from the Board Members to Margaret and Simon Wilder for graciously offering the hospitality of their lovely home for our Unit's April meeting.

In MEMORIAM - JUDD STOTTE

The entire membership wishes to extend its condolences to members Jim and Hollie Stotte on the sudden and unexpected death of their oldest son, Judd, on May 6.

Judd, who had struggled throughout his entire life to deal with the effects of tumors growing randomly in his body's nervous system, had finally begun to live the kind of life to which he aspired: friends, a steady job at Staples in SLO, a loving relationship with a good woman, and at last - real progress in overcoming his learning handicap. His death, attributed by the coroner to

Judd's seizure disorder, has deeply saddened all those who knew him.

May his memory be for the blessing.

In MEMORIAM - OLGA BUCKLEY

The passing of Olga Buckley, known as Lady "O", has saddened the entire community of Cambria and all else who knew her. Her creative and continuing involvement with the Pewter Plough Playhouse and enthusiastic participation in the Cambria garden club made her friends with many of our chapter's membership. May her memory be for the blessing.

HR 95-09

ATTACHMENT I

ACADEMIC CALENDAR
NORMS AND DEFINITIONS

To provide for the orderly development of campus academic calendars, which are both responsive to local needs and consistent throughout the system, the Chancellor's Executive Council has adopted a number of "norms" and definitions. These are to be used in developing all academic calendars. The basic principle governing academic calendars throughout the system is that differences from campus to campus should be rationally based. They should not simply be chance occurrences.

NORMS:

Typical Year - The typical academic year shall consist of 147 instructional days. From year-to-year and from campus-to-campus a variation of plus or minus two days is permissible.

Minimum Workdays - There shall be a minimum of 170 academic workdays in the academic year.

Maximum Workdays - There shall be a maximum of 180 work days in the academic year, pursuant to the Unit 3--Faculty MOU (Article 20.3).

DEFINITIONS

Instructional Day - Any Monday through Friday during regular academic terms when class meetings are scheduled on a regular and extensive basis for the purpose of instruction.

Examination Day - Any day which is set aside for the exclusive purpose of administering final examinations for the term. When comparing campus calendars institutions that integrate all or part of examination activity with regular instruction will be presumed to have four examination days per term. 8 DAYS MAXIMUM MAY BE SCHEDULED.

Registration Day - Any day during the academic year during which faculty are on duty for the purpose of advising, orientation, course enrollment, and similar activities. For purposes of counting work days, registration days which are also instruction or examination days will not be included a second time.

"Other" Day - Any day during the academic year when faculty are on duty for such purposes as faculty and departmental conferences committee meetings, faculty development activities, etc.

	Rosh Hashanah		Yom Kippur	
1999	9/11/99	Saturday	9/20/99	Monday
2000	9/30/00	Saturday	10/9/00	Monday
2001	9/18/01	Tuesday	9/27/01	Thursday
2002	9/7/02	Saturday	9/16/02	Monday
2003	9/27/03	Saturday	10/6/03	Monday
2004	9/16/04	Thursday	9/25/04	Saturday
2005	10/4/05	Tuesday	10/13/05	Thursday
2006	9/23/06	Saturday	10/2/06	Monday
2007	9/13/07	Thursday	9/22/07	Saturday
2008	9/30/08	Tuesday	10/9/08	Thursday
2009	9/19/09	Saturday	9/28/09	Monday
2010	9/9/10	Thursday	9/18/10	Saturday
2011	9/29/11	Thursday	10/8/11	Saturday
2012	9/17/12	Monday	9/26/12	Wednesday
2013	9/5/13	Thursday	9/14/13	Saturday
2014	9/25/14	Thursday	10/4/14	Saturday
2015	9/14/15	Monday	9/23/15	Wednesday
2016	10/3/16	Monday	10/12/16	Wednesday
2017	9/21/17	Thursday	9/30/17	Saturday
2018	9/10/18	Monday	9/19/18	Wednesday
2019	9/30/19	Monday	10/9/19	Wednesday
2020	9/19/20	Saturday	9/28/20	Monday
Boldface indicates potential conflict				

Source: Encyclopaedia Judaica

**Impact on instructional days when
beginning Fall, 1999 on September 21st**

	Total	Fall	Winter	Spring
Current Calendar	148	51	48	49
Proposed Calendar	147	50	48	49

<i>Minimum instructional days</i>	145
<i>Typical instructional days</i>	147

Communications to Laura Freberg, November 1998

November 15, 1998

Laura Freberg, Chair Academic Senate Instruction Committee

Dear Dr. Freberg:

I am completely appalled with the lack of respect that Cal Poly gives to its Jewish Students. The issue of school starting on the High Holidays shouldn't be an issue at all. Other schools on the quarter system including UCLA and UCSB deliberately wait until after the Jewish holy days to begin classes to prevent them from causing problems for their Jewish students. Even the enormous Los Angeles Unified School District now uses these days for staff development days, so there is no pressure or inconvenience placed on the Jewish students and employees. There is no excuse why Cal Poly cannot accommodate their students as well. It would be incredibly unfortunate for Cal Poly to lose some of the nation's brightest just because they were too anti-Semitic to accommodate the needs of their students.

Conducting school on a religious holy day such as either Rosh Hashanah or Yom Kippur has a tremendous impact on the students. When classes start on one of these holy days, it is a burden on all students, not just the Jewish population. Jewish students are adversely affected because they are being forced to choose between their education and their religion, which according to the constitution says that no student should be forced to make that choice. Jewish people are supposed to be in synagogue all day on these holy days praying. They are not supposed to work in any way including writing, driving, cutting, talking on the phone, or any other form of activity that is considered work. Rosh Hashanah lasts for 2 days of praying and no working and Yom Kippur lasts for one, but in addition to no work, there is a 24 hour fast without food or water from sundown to sundown. This makes it impossible for students to do any studying at all. This also makes it impossible for professors and faculty to work.

Many students, who are not Jewish, suffer for two reasons. First, if they have a Jewish faculty member, they cannot add the class and are very upset and confused when they rush all the way back to school after summer break to learn that their professors aren't even there. They don't have a clue what is going on and they cannot add the class. The second reason that this is such a burden for them is because they want to know what their schedule is. If they need to add a course, they will be unable to do so because the professors won't allow them to because they are holding the spaces available for students who are not there, whether it is due to religious reasons or not. They won't know if they will be able to add this or try for another course and by the time that they find out, it will be too late to add another course because the add date occurs so close to the start of the year.

Jewish students are very concerned with the disrespect that is being thrown upon them by Cal Poly's lack of consideration towards their needs. When the university starts school on the most important Jewish Holy day, students will miss out on the opportunity to meet with faculty after class to add if an opening has developed by the end of the first class meeting; they will miss the opportunity to rush off to another class on the first day if they can't get added to their first choice; and students will not get the important first day of class information. Missing any day on the quarter system is a tremendous burden on students who want to succeed. Especially the first day when professors deliver everything that is expected of them. Missing this vital information puts the students behind for the rest of the quarter.

I understand that Cal Poly started on Rosh Hashanah this year, but there is no excuse for the deliberate disrespect and pressure that they are forcing on their students. It would be quite unfortunate if Cal Poly were to lose an "Einstein" because they were too anti-Semitic to wake up to the needs of their students. That student might make the first day of school starting on Yom Kippur-the holiest day of the year his/her final decision as to which university he/she will attend. I am writing this letter now to inform you of the problem that is continuing because I am aware that the fall quarter of 1999 is currently scheduled to

begin on Yom Kippur. I am giving you an ample amount of time to adjust this schedule and I would appreciate it if you would take action on this immediately before it is too late. Thank you for your time and concern. If I can be of service in any way by answering questions or helping eliminate the problem, please feel free to contact me. Thank you very much!

Sincerely,

Cheryl E. Bloch Sophomore, Cal Poly Graphic Communications
Department November 19, 1998

November 19, 1998

Dear Doctor Freberg:

I support above resolution fully; as a retired professor of history who taught in Iowa, Washington and California I remember the many unhappy occasions when I had to subordinate my religious concerns because of scheduling " accidents." My Christian colleagues never had to meet this dilemma.

Very truly yours, Rabbi Frank Rosenthal, Ph.D., prof. emer.

Nov. 20, 1998

Dear Dr. Laura Freberg,

I am one of the few Jewish students here at Cal Poly. I have been attending Cal Poly for three years. It has been brought to my attention that you have been addressing the issue of the Jewish High Holidays that take place on the first day of class each year. You may not see the importance of moving the first day of classes forward a day since there are not a significant number of Jewish students attending Cal Poly. However, if you don't already know, these are the holiest holidays of the year for us, and it saddens me enormously to see that my religious beliefs are not considered as important as every other student's that attends Cal Poly. I understand that you have made it clear that any student who misses class on that day, for that reason,

shall not be dropped from their class. However, this makes me feel like you are just making an "exception" for the "minority" on campus. I do not wish to feel like I am any different than any other student here. Furthermore, I shouldn't have to miss class for this reason. This is especially a big problem if I must "crash" a class that I was unable to capture. I don't want to be forced to choose between my education and my religious faith. I am sure that you understand now, the seriousness and importance of this issue. Thank you very much for taking the time to address this problem.

Sincerely,

Jonathan Zane, Food Science and Nutrition

Nov. 22, 1998

Dr. Laura Freberg Chair, Instruction Committee:

It is very important this resolution pass. It is of utmost importance to Jewish students, staff and faculty. It is appropriate that we recognize the holiness of these Holy Days and accord respect to those who wish to participate in their observance. Thank you very much.

Thomas Rogers, Ph.D., J.D., faculty, Cuesta College; former faculty at Cal Poly

November 23, 1998

Dear Dr. Freberg,

I am writing in response of starting classes on the Jewish Holidays of Yom Kippur or Rosh Hashanah. I have been very unhappy with school starting on the same day as a major holiday for those in the Jewish faith. I've had to make a difficult

choice in whether to go to classes or to attend services, and it isn't one that I want to have to continually do year after year.

It would be greatly appreciated that school starts either a week before or after which ever holiday comes in conflict. I've also heard rumors in that school might start the day after the holiday, which is also acceptable. I thank you for taking the time to read this and I hope that maybe we can see a change in the dates of when school starts so those of us in the Jewish religion can be able to go to services without worrying about missing the first day of school, or vice versa.

Sincerely,

Randy Finger, Materials Engineering Department

23 Nov 1998

Laura Freberg, Chair Instruction Committee Cal Poly, SLO

I am concerned about the beginning of the school year falling on one of the most important holy days of the Jewish Calendar. I urge you to change the date out of respect for the faith of the students who will be severely impacted by missing first classes.

Thank you,

Joel Baker Associate Executive Vice-President B'nai B'rith
International

E-mails forwarded to Stu Goldenberg, Hillel faculty advisor prior to the start of Fall Quarter, 1998

Dear Mr. Baker:

My son attends Cal-poly, San Luis Obispo, and I have just heard from him that there is a problem with the date on which the first day of classes is scheduled for the Fall quarter.

It is my understanding that classes are scheduled to begin on Monday, September 21, 1998.

That date is an important Jewish Holiday - one of the three most important days observed by the Jewish people throughout the entire world. To plan for the first day of school to begin on this day is to ask students to make a choice: ignore an extremely important day to observe their religion, attend the Synagogue, be with family; OR to miss the first day of their classes in which the course outline is presented, standards and expectations are established, the tenor of the entire year is set. To ask them to miss school is to put these students at a disadvantage all year; to expect them to ignore their traditional observance exhibits a strong disrespect for them.

The only solution to this problem is to change the first day of classes to the 22nd of September. The inconvenience of reprinting calendars is small compared to the message of bias being sent not only to students of the Jewish faith, but to all others who will now question the potential lack of respect and the insensitivity towards all those who do not fit the mainstream Christian norms. I am sure the school schedule would never conflict with Christmas or Easter.

I urge you to use your influence and good judgement to make the necessary changes in the schedule of first day of classes, issue an apology, and ensure that those responsible will take a more sensitive approach to viewing the calendar this year and next. Surely they can read "Monday, September 21, 1998 - Rosh Hashanah". It is printed on all academic calendars. Thank you for your immediate and timely response to this unfortunate situation.

Sincerely, Faith Garfield, Santa Fe, New Mexico

xc: Chancellor, CSU system

Dear Mr. Baker,

I am the parent of a Jewish student at Cal Poly and I would just like to voice my opinion of the lack of consideration given to those of the Jewish faith. I am referring specifically to beginning classes on Rosh Hashana, one of the Holy Days in the Jewish religion. All one has to do is look at any calendar to find these holidays. Would it have created such a problem to address this prior to now. I would certainly hope that in the future this will not happen. Thank you for your attention.

Sincerely, Robin Lederman

Pres. Baker,

I am a Jewish student at Cal Poly and am very displeased that Poly is starting the Fall Quarter for the next several years on Rosh Hashanah. It is a very important holiday to my people and having perhaps the most important day of the quarter coincide with the holiday is very inappropriate. I realize teachers will not drop students necessarily, but on occasion scheduling mistakes are made and if a student does not find out he has to change a class till Wednesday, it could make his or her life much more difficult. Please see what can be done to make the Cal Poly calendar more sensitive to this issue. Thank you very much for your time.

Daniel H. Adler Architecture Sophomore

From: jjrabinovitz@juno.com

To: wbaker@calpoly.edu

Subject: The first day of class, Sept 1998

Dear President Baker,

As the parent of a third year engineering student who happens to be Jewish, I wish to share with you the outrage I feel at your insensitivity to our religious needs. The first day of classes for the fall '98 quarter will be held on Rosh Hashonah, the Jewish New Year, a deeply religious day spent in prayer. Had this been the first time the first day of school conflicted with our High Holidays I would not have been as upset, but this happened two years ago. Clearly your Jewish students' needs are not important enough to you. I don't expect that school be shut down for the Jewish holidays, but to have the all important first day of classes held on one of the two most holy days in our religion is unconscionable. Other universities have corrected this problem by changing the start day one or two days. You have enough advance notice, I would like to see something done to correct this. Please let me know what the school will be doing.

Sincerely,

Jeffery J. Rabinovitz, MD

From: jsegal@polymail.cpunix.calpoly.edu

Dear President Baker,

I am a concerned student. Actually, I am a concerned Jewish student. I understand that you plan to start school on one of our high holidays, Rosh Hashanah. How come you can't start a day later? If we don't come to class, we are dropped from the roll sheet. Is that fair to those who observe the holiday? Please consider some alternative.

Sincerely,

Joshua Abraham Segal

Dear President Baker,

As a Jewish student at Cal Poly I am greatly offended of the apparent scheduling of starting classes on Rosh Hashana, one of the holiest days in the Jewish religion. Even though the Jewish

population at Cal Poly is not very big, it is a big inconvenience and insult to those of us that do come to school here. I realize it is too late to change anything for this fall, but in the future this should be taken into account before scheduling is made.

Thank you, -Michael A. Lederman

From: Gil Sery <gsery@polymail.calpoly.edu>

To: adeferra@calpoly.edu

Subject: Re: The first day of school

Hi Aaron. Thanks for replying. It's nice to hear from you again.

In your previous e-mail, you wrote:

> An example of this might be the holding of class on Good Friday, a > holiday of utmost importance for Christians.

OK, but is it the holiest day of the religious calendar? I strongly doubt it. That honor, I believe, is reserved for Christmas.

The Jewish New Year and The Day of Atonement together constitute what is known as the High Holy Days. Just this name should give you some idea as to how important this is to the Jewish religion. I'm not asking you to delay school for 10 days until after the Jewish holidays are over. I'm only asking that the school year start one day later. You mean to tell me there isn't one extra day some time during the fall quarter that can be added to the fall calendar?

I'm even willing to compromise. The holiday is actually two days long, but I and my fellow Jews in the campus chapter of Hillel (an international organization of Jewish college students) are willing to compromise and attend school on the second day of the holiday. It is thus very distressing and disconcerting to hear that neither ASI nor the CSU system is prepared to meet us half way.

> The list of examples such as these go on and on. From Hinduism to > Catholicism etc. holidays fall on many, many days > of the calendar.

Let me ask you two questions that will dramatically shorten this list: Firstly, how many of the holidays on this list fall on the first day of a quarter and thus pose serious hassles to students regarding registration and crashing/dropping classes?

Moreover, 10 days after the quarter starts, as it stands right now, is another extremely holy Jewish holiday. Of course the 10th day of the quarter is also the traditional last day to add a class, posing even more problems for Jewish students -- problems that could be averted if the the quarter began one day later.

Secondly, if there are any holidays that do meet this criterion, how many of these holidays are the holiest holidays in their respective religions. The answers to these two questions, I believe cut the number of holidays on this list dramatically and gives a more accurately comparative view of what we are asking. After all, if one is going to make comparisons to holidays in other religions, at least use the same criteria for evaluating all holidays concerned. Otherwise, one would be comparing apples to oranges.

> If the Cal Poly was to grant leave for every religious holiday we > might not go to school at all!

I'd be lying if I said I didn't expect a statement like this to be a part of the answer I received on this matter, but as I have just proven above, very few holidays in other religions, if any at all, meet the same criteria as those of the Jewish New Year in this case.

I really hope that we can work something out, for all our sakes. For the hundreds of Jewish students enrolling in the coming fall quarter (and there **are** hundreds of them) for the first time at Cal Poly, what will they think of the university they have chosen if the university can't even be bothered to respect the holiest day of their religion? Ask Kellie Korhonen, whom, if I am not mistaken, is ASI's Director of Public Relations. She'll tell you that such a situation is not good public relations.

Thus, if you helped us achieve our objective, you'd not only be helping hundreds of Jewish students, you'd also be helping Cal Poly.

Have a good weekend.

Gil

dear mr baker,

i am writing this letter on behalf of daniel adler an the entire hillel organization, he has informed me that school is scheduled to begin on rosh hashanah. this holiday is very important to the jewish people, it is one of the holiest days to be exact and it would be very unfair for all of them to be put into the positon of having to miss their first day. if you would please take what i said into thought, it would be greatly appreciated. thank you
samara kaufman

Subject: School beginning on Rosh Hashanah

Dear Mr. Baker, I am writing you regarding the planning of the first day of classes for the next couple of years. I feel it is disrespectful to start classes on a Jewish holiday. I think that if it was another holiday it wouldn't happen. If Christmas was in September, it wouldn't cross the board's minds to plan classes on Christmas. So then why do they plan classes on Rosh Hashanah. It seems it is out of pure disrespect and ignorance. If they didn't know that they were affecting so many people, and being so disrespectful, maybe they would think twice, but as it seems, the act as if they don't even realize what they are doing. I hope that you understand my anger, and the lack of respect I am feeling, along with many other Jewish students that attend Cal Poly, as well as other CSU's. Thank you for your time, and patience. I would really appreciate your effort to change this.
Thank You

Naomi Schechter Chemistry Major

From: jgjones@polymail.cpunix.calpoly.edu

To: wbaker@calpoly.edu

Subject: School starting on Rosh Hashanah

President Baker: I am writing to express my concern regarding the scheduling decision to start school next year on the Jewish holy day of Rosh Hashanah. The Jewish students at this school are very disturbed by this. It represents to us a lack of respect and awareness on the part of administration, who as usual takes only Christian holidays into consideration. School would never be scheduled on Christmas or Easter, for example. Please take this into consideration in future years, and show respect for all the many groups that make up this campus.

Thank you.

Justin G. Jones